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ABSTRACT

Designed for teachers and tutors, the handbook discusses setting up a cross-age tutoring program. Topics include tutor responsibilities; the role of resource teachers; tutor contracts; specific relationship-building and tutoring techniques; ideas for tutoring in handwriting; and techniques for tutoring in reading, spelling, and arithmetic. The section describing reasons why children have trouble learning is accompanied by eight illustrated pages showing typical student problem situations. A chart for recording interactions between younger and older people is followed by a faculty list, school map, and sample tutor evaluation forms. (LH)

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Cross-Age Tutoring

Handbook

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CROSS-AGE TUTORING HANDBOOK

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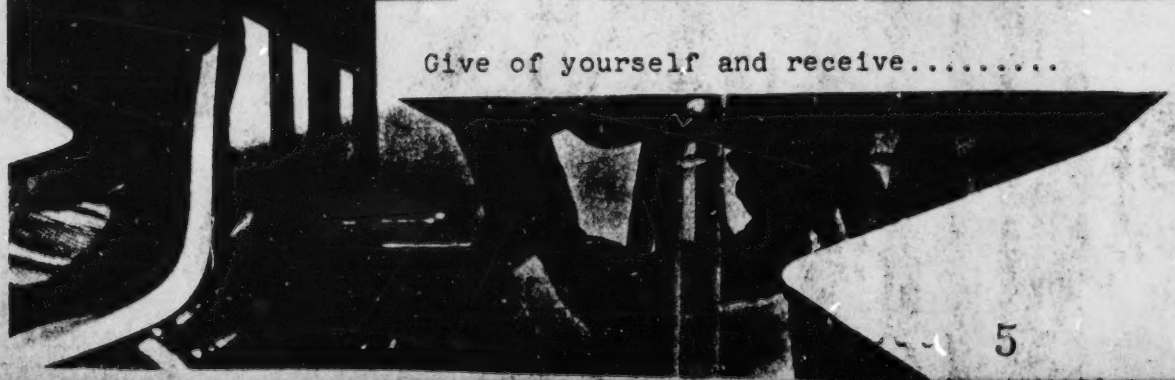
Give of yourself and receive.....



So You Want to be a Tutor!

Welcome to the cross-age tutoring program. This is your program and its success is your success. Nothing is more important than you and the relationship you share with the children you tutor.

You may be asking yourself, "Can I do this? Will I need experience in training?" Your qualifications to be a cross-age tutor are your concern for children and willingness to help others. The tools you will use are love, understanding and interest.

Cross-age tutoring means more than picking up a book and "teaching" a child. It means developing a personal relationship with another individual. You will be working with children who have specific problems, specific needs and specific interests - and you, yourself are an individual with unique talents and traits. There are no final or unbreakable rules for cross-age tutoring - there is no magic formula for being a good tutor.

This program will expect no more of you than you expect of yourself. How well you do depends on your expectations and your commitment to the children you are helping.

So, stop and ask yourself, "Why am I doing this? What do I expect? Do I really want to commit myself to spend this much time with younger children?"

If you feel forced to tutor, or if you feel you cannot follow through with your personal obligation, don't be a tutor. If you don't really want to tutor children, it will show. And if you betray a child's trust in you and quit, it will hurt.

Your responsibility as a tutor is a tremendous one because you will be working with children that the schools and possibly their parents have failed to reach. Maybe you won't accomplish as much as you want with these children, but much of what you accomplish may not be visible. You may never realize the full impact of your relationship with the children you work with.

If you wish to make a commitment to help children, Cross-Age Tutoring will do all it can to help you: e.g. provide materials, workshops, individual help and resources.

How Cross-Age Tutoring Works

Getting Started

1. You must participate in a one week in-service program which will acquaint you with the school's program.

2. You will visit the classroom to which you will be assigned to get acquainted with the classroom and the teacher.

3. You will then go to the classroom daily and be assigned children with which you will work.

4. Regularly scheduled meetings will be held by the school's resource teacher to discuss problems which arise.

Tutor Responsibilities

1. Being consistant: The classroom teacher and your student will expect you to be on time and to report every day. They depend on you and will miss you if you are not there.

2. Discussing problems with the classroom teacher: Try to meet with your teacher at least once a week. The purpose should be to discuss lessons and techniques to use in helping the children.

3. Meeting regularly with the school resource teacher: Tutors are required to attend regularly scheduled meetings with the resource teacher. This will allow the tutors to request help and discuss problems; and will keep the resource teacher up to date on the tutoring situations.

Services to the Tutors

A major function of the Cross-Age Tutoring Program is to support tutors in their tutoring situations. The purpose is not to direct the tutoring situations, but to provide ideas, materials and resources as needed. In carrying this out, the following services are provided:

1. Workshops: these are scheduled at the school to provide initial training, to discuss problems that arise in tutoring, and to develop and share ideas and methods for tutoring.

2. Resource persons: many individuals will be involved in the workshops and are available to tutors for individual assistance.

3. Materials: Reading, math, and other instructional materials are available.

Resource Teacher

The role of the resource teacher is primarily to support you in carrying out your individual tutoring situation.

In doing this, the resource teacher will be available to help you in all aspects of your tutoring, starting with assigning you to a classroom, and then attempting to offer any assistance you may need.

In addition to providing workshops, activities, materials, ideas, and individual conferencing, the resource teacher can also get you in touch with a variety of resource persons who will be able to assist you.

Your involvement in Cross-Age tutoring is important! If there are any areas where you feel you would like to be further involved let your resource teacher know.

School Contact

All of your work will take place in the classroom. Here the classroom teacher will serve as your best resource.

The teacher can serve the following purposes:

1. Help you find out more about your students.
2. Give you ideas and suggestions for tutoring.
3. Provide structured lessons to follow in working with students.

Thereafter you should talk with the teacher regularly to:

1. discuss changes in lessons and presentations
2. discuss your student's progress
3. tell the teacher of problems you are meeting
4. explain to the teacher what is happening in your work with students

REMEMBER THAT ALL INFORMATION ABOUT STUDENTS IS CONFIDENTIAL AND NOT TO BE EXCHANGED WITH FELLOW TUTORS OR FRIENDS.

To be a tutor
is to be a friend,-
one who can understand,
one who can laugh with
a child,
and who can spend time
to live through childhood
dreams...
Come my tutor and run with me.

-4-

Helpful Things To Know

While you are tutoring, you will experience many different kinds of feelings--friendship, happiness, satisfaction--also feelings of uncertainty, anxiety, frustration. Don't be alarmed, because these are normal human feelings which occur in almost every tutoring situation.

Here are some questions which relate to these feelings:

What will my student be like?

You will have the opportunity to work with all types of students. Some will be having difficulty in school. These difficulties may be strictly academic or a combination of problems. They are student who generally have had very few successes in school and who often lack self-confidence. Past failures often make them fearful of repeating failures if they try again.

Some of your students will be far ahead of their classmates and may need special enrichment work.

No matter what the special needs of your students, the classroom teacher will give you specific instructions in handling lessons with the students.

How Should I Start Our Relationship?

As a tutor your main goal is a relationship that becomes a trusting friendship. In your interaction with your student there is no need to assume a role or force the role of "tutee" on him. Just be yourself. Talk casually about everyday things that might be of interest to him--sports, friends, brothers, sisters, etc. Pick subjects that interest you also.

One of your first tasks will be to find out what interests your student. An obvious technique is to ask questions, but you may not get very far with those which can be answered with a "yes" or "no." Kids have a sly way of answering questions without telling you anything, so ask questions which provoke thought. Some examples are: What things make you happy? If you had three wishes what would they be? When asking questions, answer them for yourself also; sharing experiences is a good way to establish friendship.

Often you can make references to objects, or to pictures he can cut out of a magazine. A picture of a man with a smile on his face whould raise the question "Why is this man happy?" A picture of people talking might elicit your imagination and interest. Make all of his actions positive ones. If he is building a house built of blocks, ask whose house it is. This may result in a story.

Establishing a friendship is not something that can be rushed--but if you show your student that you care, it will happen.

How do I get my student to talk?

If you feel uncomfortable because your student doesn't seem to respond readily, maybe it is because your expectation of how he should respond is unrealistic. Maybe your student is just a quiet child. Giving him time is important. After all, why should a child be interested in telling you anything if he has no reason? You will have to gain his trust and respect by trusting and respecting him as a person. Let him be as he is.

How do I get my student interested?

If your student is "turned off" to learning, it is probably because past attempts have not been entirely successful. One of the most important things you can do for him is to help him achieve and realize success experiences in learning.

No matter how small a success is, it is something you can't take away, and is a foundation for future success. Choosing material or things to do that are too difficult for him will only tend to add another discouraging failure, so gear the subject matter to a level you think he can handle. You can always raise the level as you go along. Your task is to reinforce, or "reward" small successes at first.

Start with something you think he can do, or where he is already having success. When he does it correctly, give him a simple, sincere compliment,, i.e., "That's very good!" When he makes a mistake, don't criticize him, but go over it with him until he gets it right, then compliment him. If you have him do a series of things, emphasize how many he does correctly, or how many more he did correctly than the last time, not how many he misses.

How do I keep him interested?

Your student has certain interests and certain things that he likes to do. His ability to do these things has no doubt been reinforced by some kind of success. If learning situations can be created from these things, then chances are improved that he will find success in learning.

For example, if he likes baseball but does not like to read, the obvious thing to do would be to have him read something about baseball or read something to him, make a learning game revolving around baseball, or go to a baseball game and write a story about it.

See your resource teacher for ideas!

Why is my student's attention span so short?

When you sense that his mind is beginning to wander during a tutoring session, consider the possibility that what he is thinking about has more interest and meaning for him than what you are doing! When you know what holds his interest, you can transform this into a learning experience, and make his reading or math, or whatever, more interesting and meaningful for him.

What tutoring techniques work the best?

The most successful techniques are those which are developed from your student's actual experiences and interests.

Here is a technique that has proved very effective for tutoring in reading. Have your child tell you a story and write it down in his own words as he says it. The source of the story can be an experience he has had, one that you have had together, a fantasy, his favorite TV program, or anything that he may be interested in. The length of the story should be geared to his abilities--for beginning readers maybe only one sentence. This story is something that is relevant to him and that is at his level, so put it to work. You can have him read it and make corrections or changes in it. You can take individual words and separate them into letters and sounds, or to have him think of rhyming words or words with similar or opposite meanings. When he bogs down, refer him back to the original story. Remember that what you do with the story should be based on what you are trying to accomplish--what skills you want him to learn.

Again, the possibilities for learning situations are unlimited, so be creative! But always start with his experiences and and interests, and whatever goals you have set.

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TUTORING IN SKILL AREAS

A child who has trouble reading will also have problems in writing. You'll help if you encourage him to write each new word as he learns to read, over and over: in games, fill-in sentences, in stories or sentences he writes. This reinforces the reading process at the same time it points up the relationship between the spoken and written word.

If you want the child to write "creatively," give him a topic that has meaning for him at the time and on which he can write in a straight reporting style--who did what, and what happened next. Topics such as "My summer vacation" and "What I want to be when I grow up" are not only overworked, but they may elicit nothing more than a blank stare from the child. Ask him what happened on his favorite TV show last night, and he not only knows what you want of him, but will gladly give it.

Many children need much encouragement before they believe they <u>can</u> write. Some tutors have solved this by acting as "secretary" to the child. Use an assignment such as this: "I missed Batman last night. Will you tell me what happened?" As the child tells the story, write his words down. Stress: "This is <u>your</u> story. You 'wrote' it, even though I did the mechanical process of writing it down on paper."

As the child gains confidence and skill in spelling, have him perform more of the "putting down on paper." Then give him the assignment, again with a topic of meaning to him, to do the whole process: think what he is going to say, and put it in a form someone else can read.

As with oral language, <u>work on one recurring error at the time</u>. This may be plurals, or just the idea of beginning every sentence with a capital letter and ending with a period. Ignore, for the time being, all other recurring errors: lack of agreement between noun and verb, poor use of prepositions, run-on sentences, etc. Save his compositions, and use sentences from them when you start attacking a different kind of error.

While this may seem that you are accepting substandard work, remember that you are not grading the child. He has to have a place to start, and he cannot learn everything at once. Before he becomes bogged in frustration and confusion, you have to compliment him on his progress, little as it may seem. Let him progress at his own speed, and he can only do this by learning one thing at a time.

Cursive and Manuscript Forms

Printing

MANUSCRIPT CAPITAL LETTERS

MANUSCRIPT SMALL LETTERS

POSITION OF PAPER

In manuscript writing in the primary grades, the practice paper is placed straight on the desk. All vertical strokes begin at the top and are drawn straight down toward the body. The letters are made separately and the pencil is lifted at the end of each stroke. There is very little difference, except in how the pencil is held, whether the writing is done with the right or the left hand.

Left-handed writers

Right-handed writers

CORRECT POSITION FOR HOLDING THE PENCIL

1. The pencil should be held loosely. It should not be gripped tightly by the fingers.
2. The writing hand should be kept well below the line of writing.
3. Pupils should have plenty of practice writing at the chalkboard before writing in the smaller size on paper. This will encourage greater freedom of arm movement, and the pupil will also learn to keep his hand below the line of writing.
4. A left-handed pupil should hold his pencil farther away from the point-an inch or an inch and a half from the point is satisfactory.
5. If possible, a left-handed pupil should be seated so that the light comes over his right shoulder. In this position, his hand will not cast shadows over the writing paper.

Left-handed writers *Right-handed writers*

DO YOU KNOW THE MEANING OF THESE WORDS USED IN HANDWRITING?

Letters in manuscript writing are formed with **straight lines, circles, and parts of circles.**

Vertical strokes | Horizontal strokes | Slanted strokes

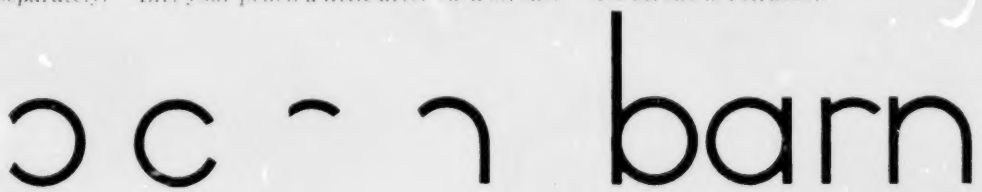
Straight lines:

Circles start at the 2 o'clock position and are made to the left.

Circles:

Each stroke is made separately. Lift your pencil a little after each stroke. (No stroke is retraced.)

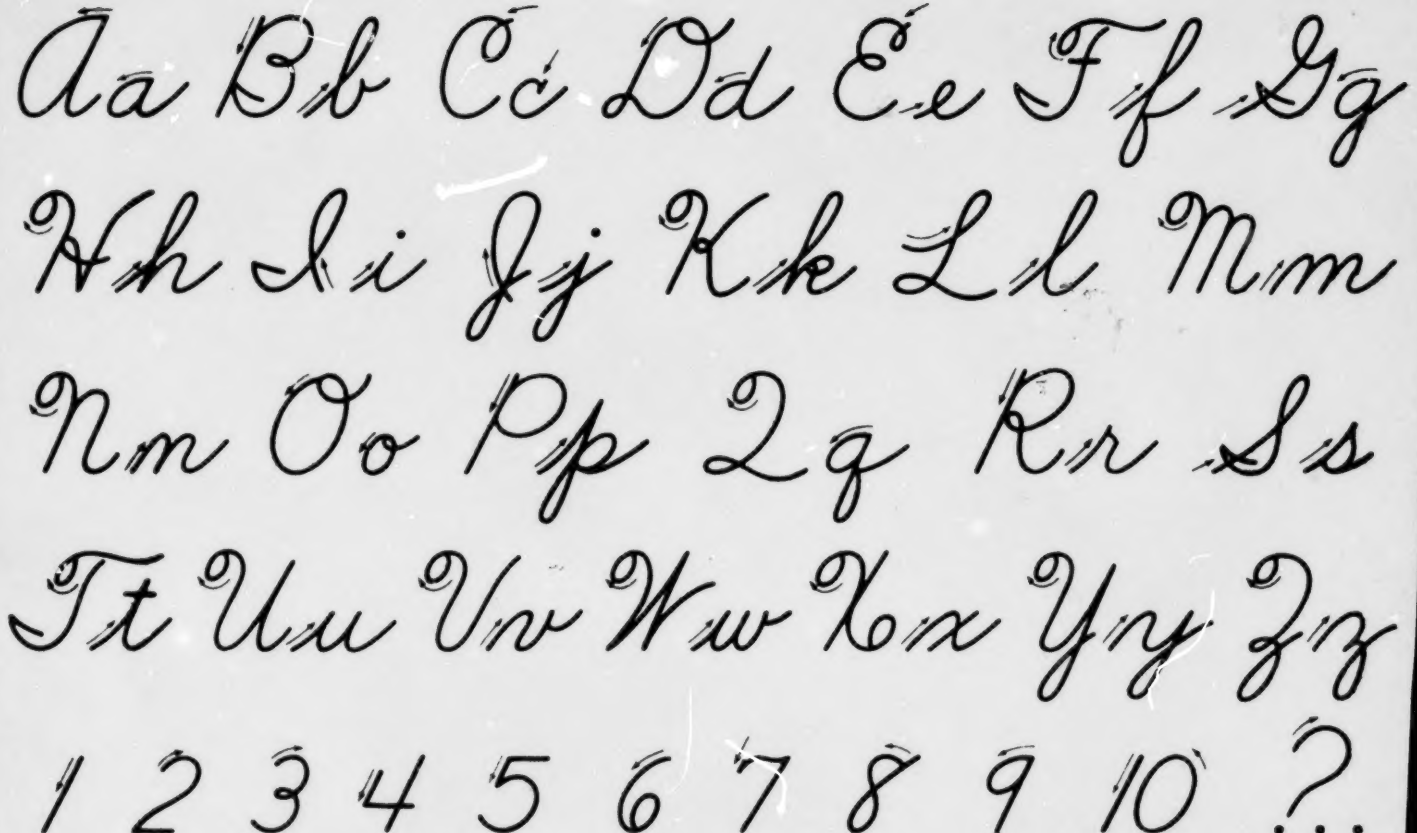
Parts of circles:



This is the top line.

This is the dashed guide line.

This is the base line.



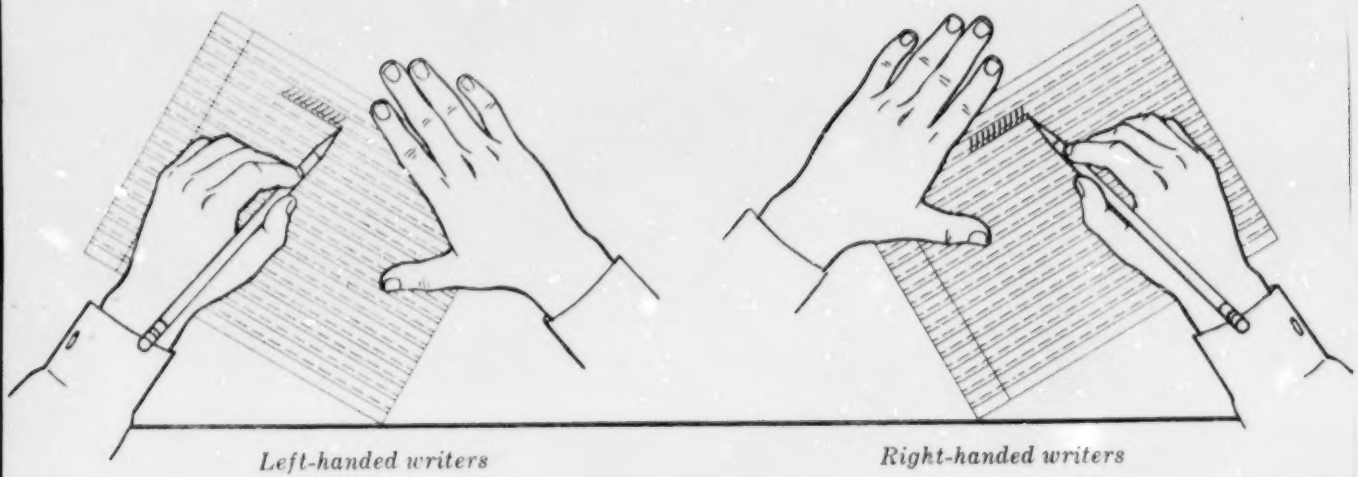
Left-handed writers *Right-handed writers*

LEFT-HANDED WRITERS

All instructions in this book are intended for right-handed and left-handed students since the instructions for teaching cursive writing are the same for both. Most psychologists today believe that a child who is definitely left-handed should be permitted to write with his left hand, and should not be forced to write with his right hand. The most important factor in dealing with the left-handed student is the removal of the usual emotional pressures. The teacher should deal with his problems in a casual way, and not as though he were the cause of much trouble to her.

The handwriting of left-handed students can be just as satisfactory as that of right-handers in quality and speed, if the following steps are taken into consideration.

1. A left handed student should hold his pencil or pen an inch or an inch and a half from the point.
2. He should keep his writing hand well below the line of writing.
3. In cursive writing, he should slant his paper to the right. This will occur naturally if he places his paper parallel to his left forearm.
4. He should hold his pencil or pen loosely. He should not grip it tightly with his fingers.



Left-handed writers *Right-handed writers*

5. He should use a pencil or ball-point pen to avoid smudging and to provide a smooth point. The point of a fountain pen or steel pen is often cut to accommodate right-handed writers and may scratch the paper if used by left-handers.
6. If possible, a left-handed student should be seated so that the light comes over his right shoulder. In this position, his hand will not cast shadows over the writing paper.
7. Left-handers might place their papers farther to the right of their desks so that they can rest their forearms on their desks. This position produces a more comfortable arm movement.
8. Left-handed students should have plenty of practice writing at the chalkboard before writing on paper. This will encourage a full arm movement with greater freedom. They will also learn to keep their hands well below the line of writing and avoid the "hooked" position common to left-handed writers who try to keep from smudging the paper when they are using pen and ink.
9. The left forearm should cross the bottom edge of the writing paper and form a right angle with it, as shown in the illustration.
10. When a left-handed student's handwriting is not satisfactory because he has not received proper instruction, it may be improved if he is permitted to continue using manuscript letters, or cursive letters with little or no slant or even with a moderate backhand slant.

Handwriting Demons	Wrong	Right
1. a like o	o	a
2. a like u	u	a
3. a like ci	a	a
4. b like li	b	b
5. d like cl	d	d
6. e closed	e	e
7. h like li	h	h
8. i like e with no dot	e	i
9. m like w	w	m
10. n like u	u	n

Handwriting Demons	Wrong	Right
11. o like a	a	o
12. r like i	i	r
13. r like half n	n	r
14. t like l	l	t
15. t with crossbar above	l̄	t

NUMERAL DEMONS

A. 5 like 3	3	5
B. 6 like 0	0	6
C. 7 like 9	9	7

Handwriting

Students should be able to read cursive writing and write in cursive style. It is also important that students be familiar with these essential elements of cursive writing.

1. The letters in a word are slanted.

2. The letters in a word are joined. The pencil is not lifted from the paper until the end of the word.

3. The *t*'s and *x*'s are crossed and the *i*'s and *j*'s are dotted *after* the word has been completed.

4. Spacing between the letters of a word is controlled by the end stroke of one letter and the beginning stroke of the next letter, i.e., the connective stroke. Since the end strokes are so important in developing proper spacing within words, every letter should be completed with the proper end stroke.

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Techniques to Use in Oral Reading

There are many ways in which a teacher might ask you to help a student with his reading.

Reading Aloud from a Book

If the teacher asks you to listen to a child or a small group of children read orally, follow these rules:

1. Make sure all of the children are following in their books as they read.
2. If a child is having trouble reading a passage, read the sentence for him and then have him repeat it. Make his reading passage short, so he won't get so frustrated.
3. If a child meets a word he doesn't know, follow these steps:
    a. Have the child read to the end of the sentence, see if he can guess the word.
    b. Break the word into parts.
    c. Sound out the word.
    d. Look the word up in the dictionary.
    e. Ask the teacher.
4. Praise the child for what he has done best. Make him feel successful.
5. Keep a list of the words the students have trouble with. Give this list to the teacher.
6. Ask the students questions about the passage they read. Use these basic questions:
    a. Who or what did you read about?
    b. When did the action take place?
    c. Where did the action take place?
    d. Why did things happen as they did?
    e. What do you think will happen next?

Techniques in Silent Reading

If the teacher asks you to help a child or a group of children with silent reading, follow these rules:

1. Keep note of any words you have to help the student with. Turn these in to the teacher.
2. If a student doesn't know a word, follow the steps in Part 3 of Oral Reading.
3. After the student reads, ask him the questions outlined in Part 6 of Oral Reading.

Flash Card Drill

To make flash card drill fun instead of drudgery make the drill into a game. Use any of the following formats:

1. Let the children hold all of the word cards he identifies correctly. Count the cards to see who the winner is at the end of the session.
2. Ask the teacher if she has a gameboard you can use with the flashcards.
3. Play the game "Camera." Follow this format:

   "Close your eyes. When I say 'Click', open your eyes to take a picture of the word on the card. Do it quickly because I will show you the card for only a few seconds (hold it up for a count of 5). Then when I say 'develop the film' you write the word on your paper."

   You may have to show the word for a longer count or repeat it until the children develop the skills needed to perform the task. After the children write the word correctly, call on one to tell you the word.
4. Play "Concentration." Have two copies of each flash card. Place all flash cards face down on the table. Have each student take turns turning over two cards and saying each word. If the cards match, the student gets gets to hold them and take another turn. When all of the matches are made, each player counts his cards. The player with the most cards wins.

Helping With Workbook Activities

If the teacher asks you to help a student with a workbook page, follow these general rules:

1. Make sure the student understands the directions he is to follow.
2. Use sample problems or questions to make sure he understands.
3. Do the first one or two problems with the student to be sure he understands the directions.
4. Never give a student an answer to a question. Help him figure out what the answer is.
5. After correcting a workbook page, go over with the student any problems or questions that he misses.
6. Keep note of any words the student missed and turn the list in to the t acher.

After any of the reading activities discussed in this section, the following game is good for review of words missed by the students:

Word Finding Game

"Look at this _____ (paragraph, page, sentence). One of the words is _____(repeat)_____. Look at _____. Put your finger in the air. Get ready to touch the word _____ when I snap my fingers. What are you going to touch?..... Get Ready. _____"(say the word) After the children point, say "What word is that?"..... If a child misses, have him go through the steps in oral reading Part 3 until he identifies the word. Then, have him find the correct word. Play this game until all words missed by the student(s) are reviewed.

Some Spelling Techniques

Reading and spelling can be improved if the student is careful to learn words by syllables.

Student Directions:

1. Say the word. Say it by syllables and listen to each sound.
2. Look at the word. Ask yourself, "Is it spelled the way it sounds?"
3. Close your eyes. See if you can see the word. Try to spell it.
4. Trace the word with your finger. Say each letter as you trace it.
5. Copy the word. Say each syllable as you write it.
6. Cover the word. Try to write it again from memory. If you make a mistake, go through these steps again.

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Activities for Better Spelling

QUIET ACTIVITIES - How to Use Them

These activities are designed for the teaching of spelling through written response. They will also aid you in locating writing problems, and will test indivdual children's ability to follow directions. In addition, many children who do not excel in oral situations for any number of resons may gain recognition by fine examples of written work.

Some techniques which may help children be better spellers are:

1. Repetition. Stimulated repetition far exceeds all rote methods for real learning.

2. Emphasis on meaning. A link between spelling and meaning is present in many of the games, giving the child opportunities to use the new words.

3. Attention to configuration and structure. Research shows that both of these concepts aid in spelling.

4. Reinforcement. Class reviews and discussion, writing on the broad, and recognition for children achieving at all levels, are included in many activities.

5. Creative activities. Cildren are encouraged to make use of what they learn in their own way through drawings and stories.

6. Dictionary use. Dictionary skills are basic to learning how to spell.

The success of these quiet activities rests primarily upon successful presentation. Always make sure that each game is clearly understood before the children begin to work on their own.

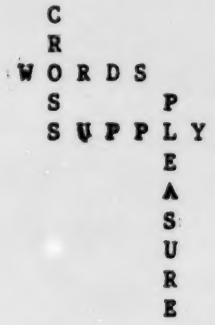
CROSSWORD PUZZLE: Make up a fifteen by fifteen square crossword puzzle, using the new and review words in the current lesson. To make your task easier, don't try to use all the words; fill in with every-day words and some from the social studies unit. Make the definitions simple, and don't forget a little humor. Children like puzzles, and will learn definitions and spelling from them without considering it work.

Provide each child with a copy of the puzzle. If a duplicating process is not available, draw the puzzle on the board and have the children copy it.

CROSSWORDS: Make up a large suppy of 8½" X 11" paper with half inch squares.

Ask the children to make up their own crossword puzzle by crossing words from the current lesson, starting with one word across the center of the paper. You may need to start them off with the first cross. After one or two experiences, they should be able to start on their own.

CROSSWORDS: (continued)



Give special recognition to those who have been able to use every word in the lesson. This activity can be repeated with every weekly list.

A LETTER IN A LETTER: Cut out letters of the alphabet, in various sizes and type faces, from magazines and newpapers. Put each letter in a small envelope, except that the following letters should be doubled up: I and J, K, and L, Q, and R, T, and U, and Y, and Z. This gives you 20 different choices. There should be more than one of each kind, so make duplicates of some of the envelopes.

The envelopes are put in a large paper bag or other container and thoroughly mixed. Then each child picks one. The child's task is to search for and write down all the words in the current and three previous spelling lists which begin with the letter or letters in his envelope.

Well-written papers can be displayed on the bulletin board. Give special recognittion to pupils finding the most words for a particular letter. Recall envelopes to use on other occasions.

As a variation on this game, the children can be directed to find their words on certain specified pages in their reading books.

OPPOSITES: From the spelling lists your pupils have already studied, make a list of words for which there are antonyms, and duplicate the list. The children are to write an "opposite" (antonym) for each word on the list. Afterwards, all the opposites that have been thought of for each word can be written on the chalkboard for all to see and discuss.

Keep dictionaries handy and encourage your pupils to use them for help in finding opposities and checking their spelling.

MAKE A LITTLE DICTIONARY: Have children put the weekly spelling words in alphabetical order. Depending on the grade level, they can then either draw pictures to illustrate some of the words, or they can write little definintions of each word. In the intermediate grades pupils can work with greater number of words, using two lists of spelling words.

SPEEDY: Use a set of flash cards as a stimulus. Start showing spelling words at slow speed recognition, approximately one second. The children can accustom themselves to quicker word recognition by experiencing spelling words flashed quickly in this manner. Have the student write the word after it is flashed.

SHORT STORY: Ask the pupils to write a short story using every word in the spelling lesson at least once. Allow time for children to read their stories.

Some of the most interesting or funniest stories may be posted on the bulletin board.

CORCORAN UNIFIED SCHOOL DISTRICT

Activities for Better Spelling (page 3)

SCRAMBLE: On a duplicator master, list ten of the spelling words for the week, with the letters of each word scrambled. Add two words that do not appear on the current list so that you have twelve words in all. Direct pupils to put each word in its proper order. Further, they are to indicate, by encircling them, the words which do not belong on the current list.

WHAT'S MY RHYME? After the weekly spelling list has been introduced and the children are familiar with the words, try this approach.

Duplicate the list of words in one column, triple-spaced, and give one copy to each child. Next to each word, the child is to write a word which rhymes with the given word. For those words with difficult rhyming counterparts, have the children write words with the same letter patterns, such as watch-hatch.

Ideas for Tutoring in Arithmetic

If a child has trouble with arithmetic, he usually does not understand the concept behind the mechanical process. Drilling for facts may be necessary, but it should never take the place of an understanding of what he is trying to do, and why.

In helping a child with arithmetic, you will use many devices and techniques. These should:

* Require the child to use more than one sense. Psychologists have proved that the more the child involves himself in learning a new idea, the better he learns. A child who manipulates materials to find an answer uses not only his sense of sight, but engages his sense of hearing, smell and touch.

* Relate to him. Encourage the child to devise simple problems that relate to his own experience. Allow him to use play coins to work out a problem; let him add baseballs if he likes baseballs; let him know how he can use each new type of arithmetical process in his daily life.

* Be concrete. Learning devices for arithmetic can bring problems from the abstract ($x + y = z$) to the concrete (if we add these six crayons and these four crayons, how many are there in all?).

* Make him comfortable. Many children feel embarrassed about using manipulative objects. If this type of child is given a large number of objects to choose from, he will often choose a number larger than he can count without trouble. Avoid this by bringing to the work area no more objects than you are sure the child can count.

Following are ideas you may use as a touchstone for developing ways to help the child visualize the concept behind each of the four fundamental processes - - addition, subtraction, multiplication and division.

Addition: Use jelly beans, corn kernels, popsicle sticks, poker chips, or any other manipulative objects and ask the child to work out problems by counting. Use a set of boxes like those below to put the objects in.

Use sets of small boxes like those below for the child to record his problems in.

The exact words you use when helping the child aren't important. The procedures listed below may help you.

1. Ask the child to choose some corn and put it in the first large box. After this has been done, ask the child to count the corn and write down the number of pieces in the first small box.
2. Ask the child to choose some more corn and put it in the second large box. After this has been done, ask the child to count the corn in the second large box and write the number of pieces in the second small box.
3. Point to the + between the small boxes. Tell the child that this means "Addition" or plus. When we see a + we move all of the corn to the last box and count all of it together. When this has been done, ask the child to write the number of pieces in the last small box.
4. Then remove the corn and repeat the problem. For example: Say, "Three plus four equals seven".
5. Have the child do the next problem by himself if he can. (Remember: You are trying to make it possible for the child to work by himself. Don't let the child talk you into choosing for him. This doesn't help him to understand the concept). The only help you should offer now is to remind the child which step comes next. If the child is still inaccurate, say, "Let's count it together". Then you point to each kernel as the child says the numbers.
6. If the child does the problem without help, ask him to do two more while you are gone. Then leave the child to work alone. While you are waiting, be sure that the child sees you doing something. Refuse to even look at the paper until both problems are done. If either of these problems are wrong, ask the child to do the problem again. Tell the child that the problem needs to be fixed and that he should count carefully. If the problem is still wrong, then have the child do the problem with you.
7. If the child still can't do the problem without help, help him until you are sure that he can and then follow step #6 procedures.
8. Make sure that the child knows that using the same numbers in the same order is repeating a problem - not making a new one. Reversing the numbers, or repeating one of the numbers should be encouraged though.

9. Continue working this way until you are sure that the child knows how to add any two numbers this way. Don't forget zero. If the child doesn't ever use it, ask him what would you write if you didn't put any corn in a box.
10. After the child can easily add with corn, suggest that he try marks on a piece of scratch paper instead. If this is no problem, ask him to practice with you or with someone at home until he can say the answer to a problem without counting.
11. When working with larger numbers, such as 44 + 52, be sure first that the child understands what these numbers mean. Have the child pick a number between 9 and 99. Then ask the child to count out that many pieces of corn. When the child is finished counting, help him to glue each set of ten pieces of corn on a popsicle stick. For example: 44 would be four sticks of ten and four loose pieces of corn. 52 would be five sticks of ten and two loose pieces of corn. Then when adding the two numbers, you add the loose corn first in case you can make another set of ten when they are added. After the ones (loose corn) have been added, you add the tens. This procedure is recorded by writing the numbers to be added one under the other. A line is drawn under the two numbers to help someone to find the answer faster. The set of ten that occurs after adding the ones is recorded by writing a one above the tens of the two numbers to be added.
12. When working with hundreds, use extra popsicle sticks glued to the back of ten sticks of ten to make a raft of a hundred. (It usually takes too much time to make the boxes which represent the larger numbers but you might want to show the child that ten rafts make a box which is a thousand and that it would take ten such boxes to make the next number in a five-digit number. Another example of large numbers that is good is paper. There are 1000 sheets of paper in two reams. Reams come in boxes of ten reams. Therefore, two boxes is ten thousand reams of paper, and twenty boxes is one hundred thousand pieces of paper. You might want to get some of the empty paper boxes from the office to show the child how big one hundred thousand really is).
13. If the child still needs to count when using sticks and rafts, encourage the child to learn to count by tens and hundreds to shorten the counting process. Then after the child understands the concept, he should be able to add any two numbers without counting by remembering the recording part of the use of sticks and rafts.

Subtraction: Subtraction can follow a similar format. Use any manipulative object to work out simple problems with the following procedures.

1. Ask the child to choose some corn and put it in the first large box. After this has been done, ask the child to count the corn and write down the number of pieces in the first small box. (Use the pictured boxes shown below for subtraction).

2. Ask the child to choose some of the corn in the first large box and to take it away to the second large box. After this has been done, ask the child to count the corn in the second large box and write this number of pieces in the second small box. (Don't forget to ask the child how would he record it if no corn was moved. This shouldn't be done at first though). Then remove the corn form the second large box and put it away.
3. Tell the child that you removed the corn because of the - between the small boxes. Point to it and tell the child that this - means "Subtraction" or take away. When we see a - we take all of the corn in the second box away before moving the corn to the answer box. Then move all of the corn that is left to the last large box. When this has been done, ask the child to count the corn that is left and write the number of pieces in the last small box. (The dotted line and arrow in the second large box is there to remind the child to remove that corn).

4. Then remove the corn and repeat the problem. Use the same procedures as those listed in steps #5 - #10 for addition to help the child subtract small numbers.
5. When working with larger numbers, use the rafts and sticks again with one small change. If it is impossible to take the bottom ones number from the loose corn of the top number, then a stick of corn may be traded for ten loose pieces and a raft of corn may be traded for ten loose sticks. (Larger numbers work the same way of course). This is recorded by crossing out the original number of tens or hundreds and writing the new amount of tens, ones and/or hundreds above the crossed one. For example:

   145 would look like this after trading one of the ten sticks for loose corn: 3 15
   14~~5~~

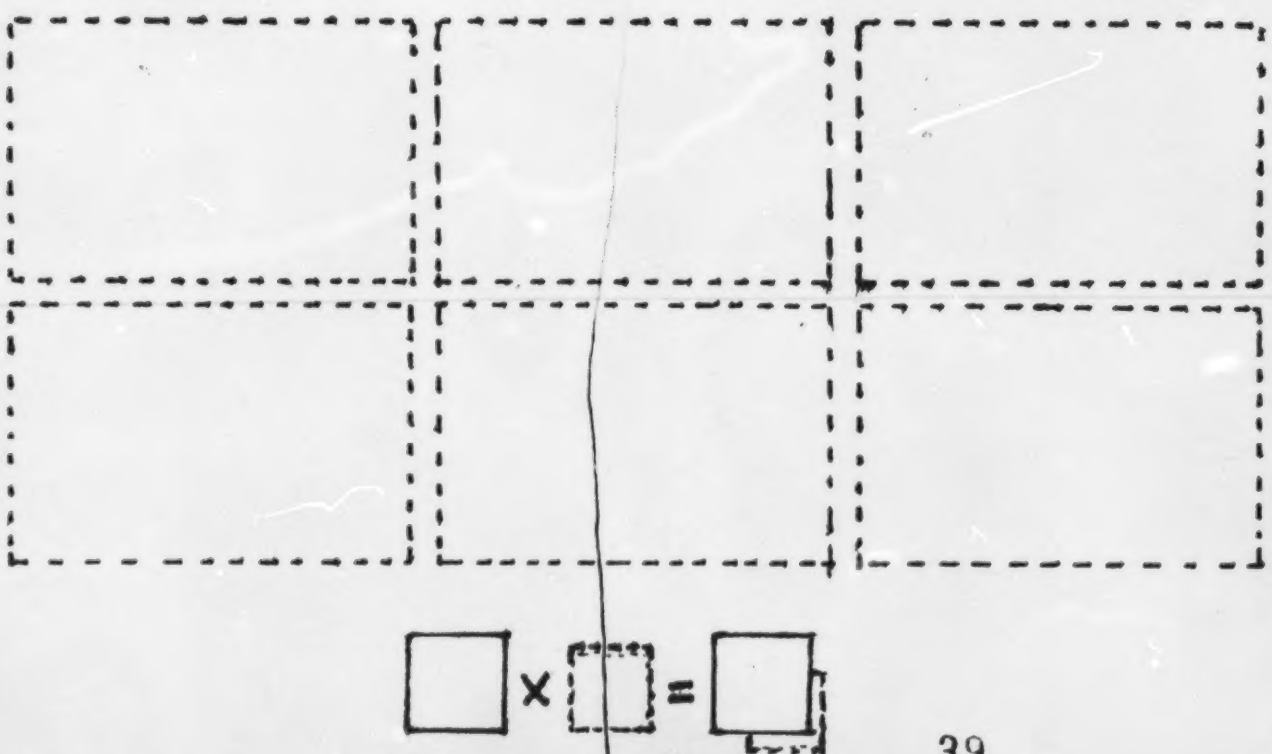
   632 would look like this after trading one of the hundred rafts for loose sticks: 5 13
   ~~6~~32

If loose sticks and loose corn were both needed then a raft would be traded for nine loose sticks and ten loose pieces of corn. For example: 400 would look like this after trading a raft for sticks and loose corn:

3 9 10
~~4~~ ~~0~~ ~~0~~

Multiplication. The procedures for multiplication using a similar format are listed below:

1. Use the boxes shown below. Ask the child to choose some corn and put it into the first large box recording how many pieces as he has done before for addition and subtraction.
2. Then point to the x between the two small boxes and tell the child that this means "Multiplication" or times. When we are doing multiplication, the second small box is for recording how many boxes we are going to use. Multiplication means making some boxes that all have the same number of pieces in them. For example: if the child chose 6 pieces of corn and 3 boxes then this would mean that the child should put 6 pieces of corn in 3 boxes.
3. After the child has recorded how many boxes of corn he wants to use and put the correct amount of corn in the correct amount of boxes, have him count all of the corn and record the amount in the last small box.



4. When the child knows what is happening with the boxes, you should introduce the use of sticks in a different way this time. If you want to train the child to multiply by two, then have the child glue two pieces of corn on twelve sticks. In this example the first number to be multiplied will always be two. The second number would represent the number of sticks. The answer number would still be gained by counting the corn on the sticks. (Making rafts that represent the multiplication facts may help some children). For example:

   2 x 3 is three sticks containing two corn kernels

   8 x 6 is six sticks containing eight corn kernels

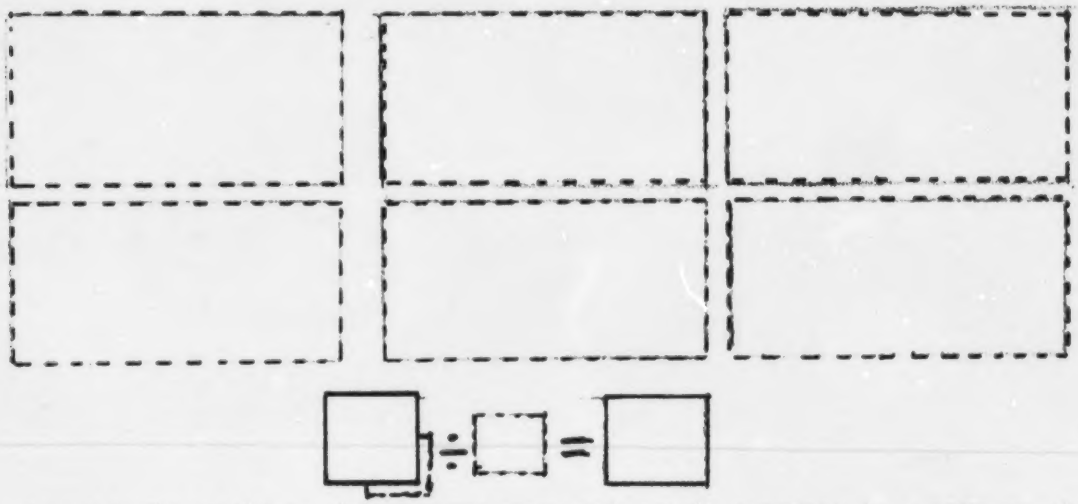
   Glue them together with two cross sticks.

5. When working with larger numbers such as 26 x 14, remind the children that multiplying by tens is multiplying sticks instead of just pieces of corn. For example:

   26 x 14 is the same as four boxes of 26 and 26 sticks of corn

   42 x 32 is the same as two boxes of 42 and three sets of 42 sticks

Division. If a child understands that division is a "way to share things equally", he will understand the process better. The following procedures may help you. Use the boxes like you did for the other processes. An example is shown below:



1. Ask the child to choose some corn and put it together in a pile on the left side of his paper after he has counted it. Have him record the amount in the first small box as with all of the other processes.
2. Then point to the ÷ between the first two small boxes. Tell the child that the ÷ means "Division" or sharing equally. This means that we must put the same amount of corn in each box we are using until we run out of corn or until we can no longer put the same amount of corn in each box.

3. In division, as in multiplication, the second small baox tells us how many small boxes to use. Have the child record how many boxes he wants to use in the second small box. Then have the child share the corn (at first stick to one at a time) among all of the boxes that he has chosen to use.

4. When the child has placed as much corn as possible in the boxes, ask the child to count the corn in each box to be sure that the amount in each box is the same. Then have the child record the amount of corn in each box in the last small box. (It is sometimes easier to say the amount of corn in one of the boxes). If there was no corn left over, then skip step #5.

5. Then ask the child to count the corn that was left over after all of the possible sharing was done. Ask the child to be certain that there isn't enough corn to put a piece in each box. When the child is certain, record the amount of corn left over by writing the amount to the right of the last small box with a number that is slightly smaller than the one inside of the box.

6. When the child knows what is happening with the boxes, you should again turn to sticks to represent tens and rafts to represent hundreds. In division however, we share the largest part of the number first then move to the smaller parts. For example: 6, 729 $\div$ 6 is done by first sharing the six thousand cubes, one in each pile; then six of the seven rafts, one in each pile and one traded for ten sticks; then the twelve sticks, two in each pile; and finally the nine loose corn kernels, one in each pile and three left over. This would be recorded as shown below:

```
  1,121   r 3
6)6,729
- 6,000   1,000
-------
    729
-   600     100
-------
    129
-   120      20
-------
      9
-     6   +   1
-------   -------
      3   1,121 r 3
```

Explain to the child that adults are used to calling the left over pieces the remainder and writing an r to stand for the word remainder. Also, explain that adults are used to seeing the answer to a division problem on top of the problem and therefore, it's a good idea to copy it there.

```
  2,106   r 17
27)56,879
- 54,000   2,000
-------
    2,879
-  2,700     100
-------
      179
-    162   +   6
-------   -------
       17   2,106
```

As time goes on, you will become more adept at devising new materials to help a child visualize how he can use arithmetic.

CORCORAN UNIFIED SCHOOL DISTRICT

CROSS-AGE TEACHING

Reasons Why Children Have Trouble Learning

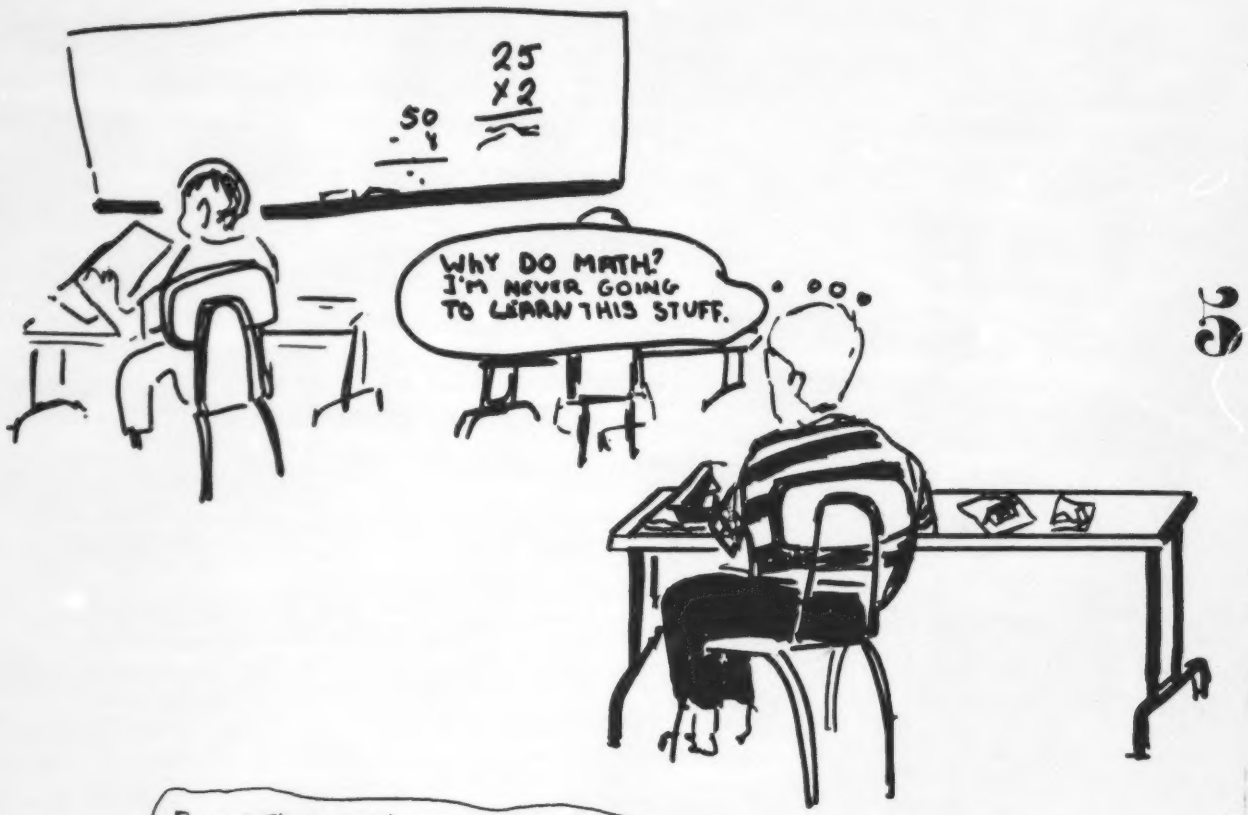
1. They don't understand. They are behind others and they don't want to show it.
2. They are worried about how others their own age level feel about them.
3. They think it's square to show interest. Sometimes leaders in a classroom have anti-learning attitudes.
4. They think of themselves as dumb, inadequate. Therefore, they won't try because they are afraid of failing.
5. They can't see whay they have to study or learn certain things. Why study?
6. They have anti-adult, anti-teacher feelings. They want freedom from teacher and authority.
7. Older kids are anti-school work.
8. They lack individual attention, teacher has no time.
9. The class lacks ways to help others.
10. There is no challenge to one's level of ability.
11. There is a physical problem: such as speech, hearing, eye sight or muscular co-ordination.
12. There is a lack of experiences.
13. There are language problems. Sometimes kids get confused when there are two languages spoken in the home.

DON'T TAKE WORK HOME. WE'VE GOT MORE IMPORTANT THINGS TO DO
YEA, THATS RIGHT

WHY DIDI BRING THIS WORK ALONG? I'VE GOT MORE IMPORTANT THINGS TO DO.
HOME-WORK

2

Tommy, WHERE ARE YOUR SPELLING WORDS YOU TOOK HOME TO CORRECT
I LOST THEM


25
X2
50
WHY DO MATH? I'M NEVER GOING TO LEARN THIS STUFF.

5

BILLY, THIS IS THE THIRD TIME YOU'VE COME UP TO SHARPEN YOUR PENCIL--- AND BEFORE THAT YOU GOT UP TO GET A DRINK. PLEASE SETTLE DOWN TO WORKING. YOU'RE DISTURBING THE CLASS.
I'VE REALLY GOT HER GOING NOW.

6

I've got to Study for the MATH TEST, But IF I do They'LL THINK I CANT do it
Yeah Sue! Come on, its Lots of FUN We've been WAITING FOR YOU. THERE'S a rope ON THE GROUND
Hey! Look at me! I CAN DO it good. Look, Sue.

9

Bob SURE IS GROOVY. IF I WORK ON THIS School STUFF, He WILL Think I'm A SQUARE.
SPARTAN CAPTAIN

10

I CANT WAIT UNTIL MATH IN ROOM 13, ANYTHING IS BETTER THAN THIS.
THE TEACHER MAKES EVERY-THING SO UNINTEREST-ING, I USED TO LIKE THIS JUNK. SHE MAKES ME SICK.
How boring! WHY do I have TO LEARN THIS STUFF. I'm going TO BE A FOOTBALL PLAYER!
THE STUDENTS ARE TERRIBLE, THEY NEVER PAY ATTENTION AND MY TALENTS ARE BEING WASTED
Sigh, THIS MARKS THE JOURNEY OF... Sigh,
Boom,

38

46

47

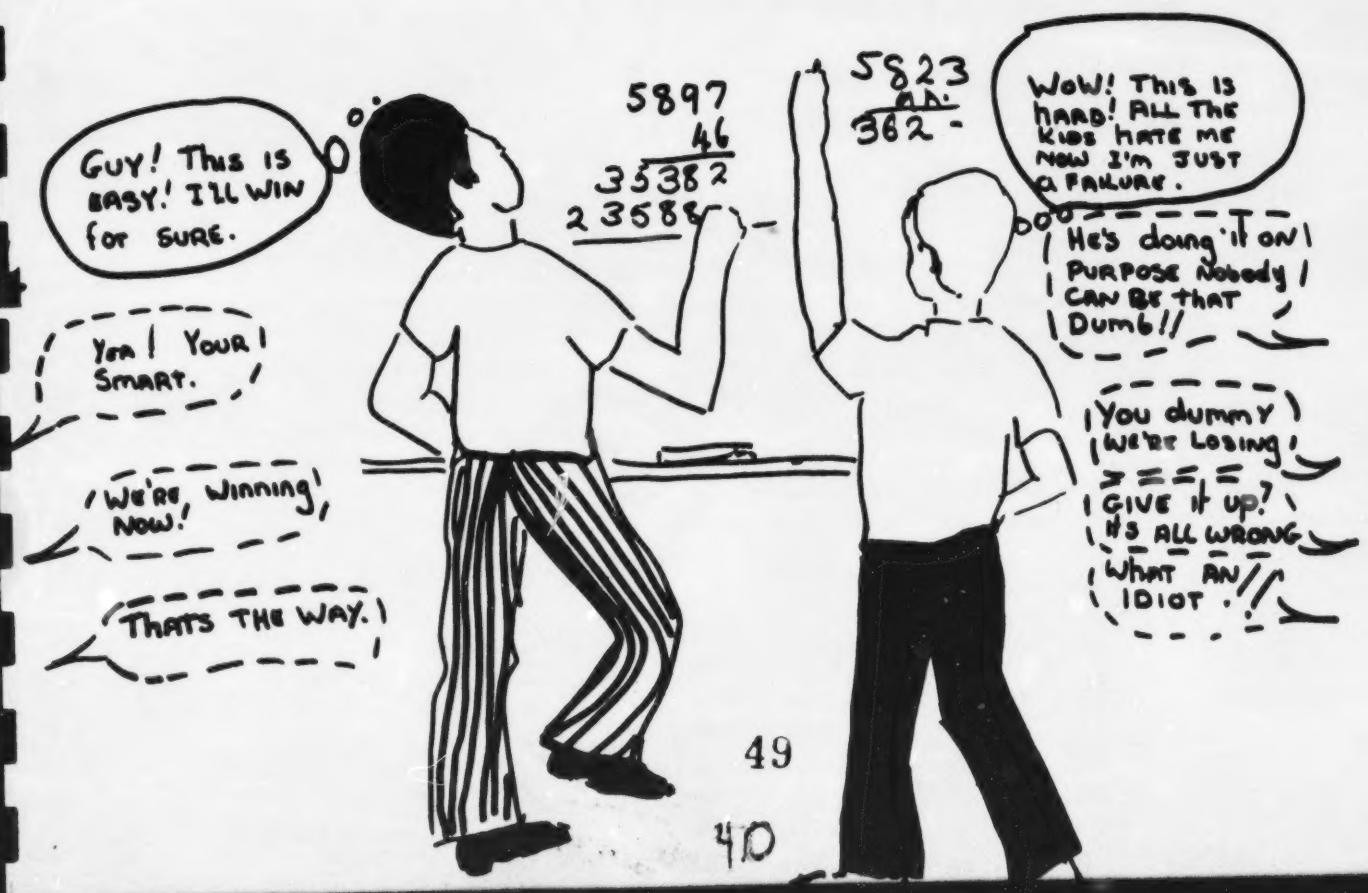
IF THERE ARE NO QUESTIONS GROUPS 2 AND 3 WORK AT YOUR SEATS. GROUP 1 BRING UP YOUR CHAIRS FOR A REARING CIRCLE.
I CANT LET ANYONE KNOW I'M BEHIND.

LATER ...

I DONT UNDERSTAND THIS.
I'VE ALREADY EXPLAINED THIS TO YOU TWICE. I HAVE TO WORK WITH GROUP 1 NOW.

3

This is so HARD for me If I PRETEND I'm sick I'll get out of That TEST.
This TEST WILL BE A SNAP. This class IS FULL of dummies.
The test will Be on chapter 8 IN YOUR Science Book I will Stand for no cheating.

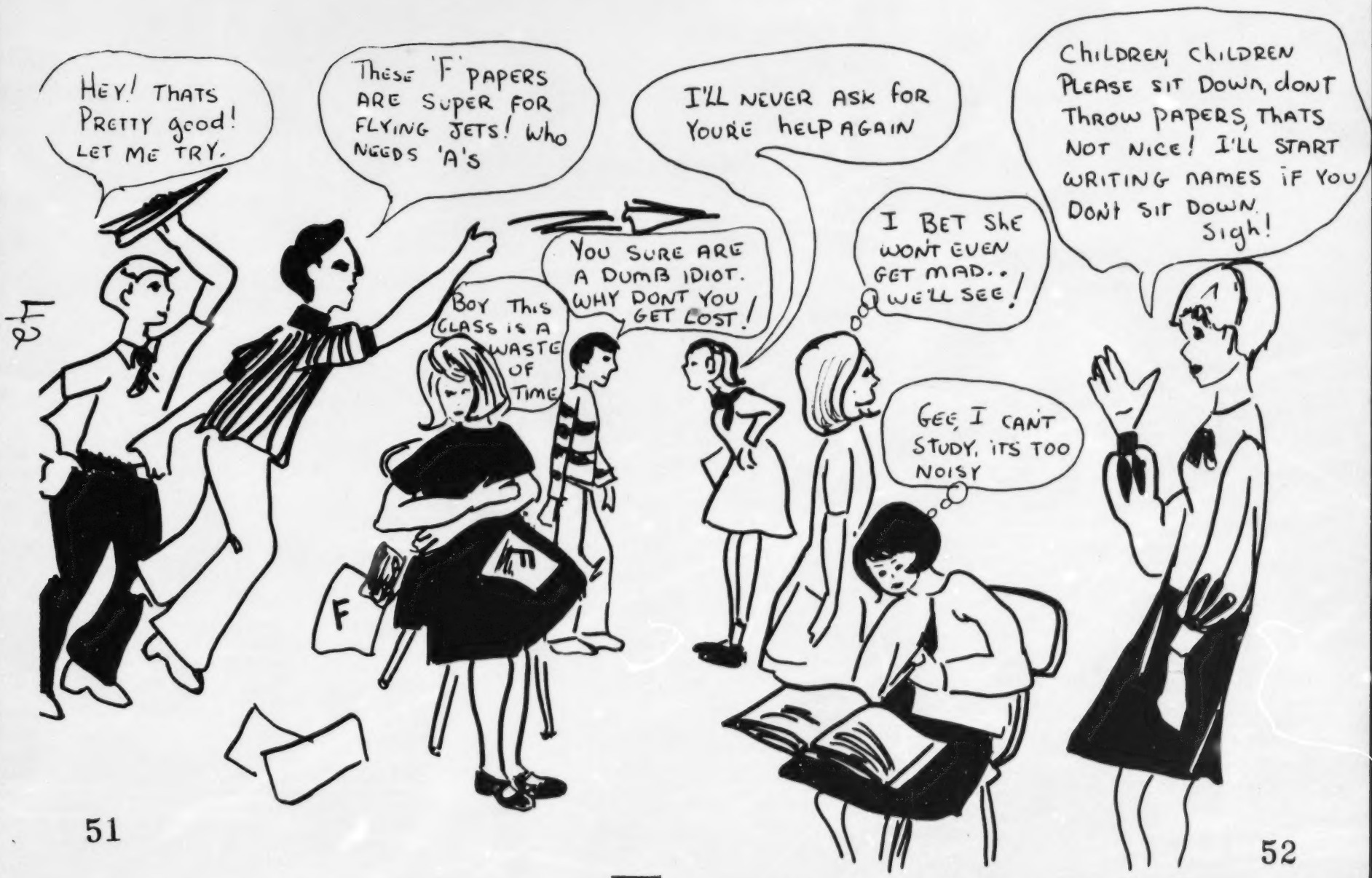

GUY! This is EASY! I'll WIN for SURE.
5897
46
35382
23588
5823
382
WOW! This is HARD! ALL The KIDS HATE ME NOW I'm JUST a FAILURE.
He's doing it on PURPOSE Nobody CAN BE THAT Dumb!!
You dummy WE'RE LOSING! GIVE it up! IT'S ALL WRONG WHAT AN IDIOT.
YOU! YOUR SMART.
WE'RE Winning NOW!
THAT'S THE WAY.

7

HEY STUPID! THAT'S NOT THE WAY TO SPELL IT!
I WISH SHE'D SHOW ME HOW

8

I CAN'T GET THIS- I'm NO good


HEY! THATS PRETTY good! LET ME TRY.
THESE 'F' PAPERS ARE SUPER FOR FLYING JETS! WHO NEEDS 'A'S
BOY THIS CLASS IS A WASTE OF TIME
YOU SURE ARE A DUMB IDIOT. WHY DONT YOU GET LOST!
I'LL NEVER ASK FOR YOURE HELP AGAIN
I BET SHE WONT EVEN GET MAD.. WE'LL SEE!
GEE, I CANT STUDY, ITS TOO NOISY
CHILDREN, CHILDREN PLEASE SIT DOWN, dont THROW PAPERS, THATS NOT NICE! I'LL START WRITING NAMES IF YOU DONT SIT DOWN. Sigh!
F

HOW OLDERS TREAT YOUNGERS

Further Apart HOW IT IS NOW Near Together

More Unfriendly More Friendly

HOW YOUNGERS TREAT OLDERS

JOHN C. FREMONT SCHOOL

Faculty
1974-75

Principal: Mr. Wayne Williams

Kind,/First	Mrs. Dorothy McDonald	Room	K-2
Kind./First	Mrs. Isabel Frelli		K-1
Kind./First	Mrs. Jane Tolve		D-1
Kind./First	Mrs Virginia Aragon		D-2
Second	Mrs. Susan McClelland		D-4
Second	Mrs. Diane Moself		E-3
Second/Third	Mrs. Gerrie Weatherford		D-3
Third	Miss. Carol Baisch		E-1
Third	Mrs. Betty Glover		E-4
EH Lower Pri.	Mrs. Hazel James		K-4
EH Upper Pri.	Mr. Bert Evens		K-3
EH Inter.	Miss. Judy Jackson		F-4
Fourth	Mrs. Betty Clark		F-2
Fourth	Mr. DeVon Nieman		F-3
Fifth	Mrs. Miriam Bartlett		F-1
Fifth	Miss. Jane Peterson		G-1
Sixth	Mrs. Miriam Smith		G-2
Sixth	Mr. Wayne Weatherford		G-3
Sixth	Mr. James Reynolds		G-4

Reading Specialist/Director, Early Childhood:

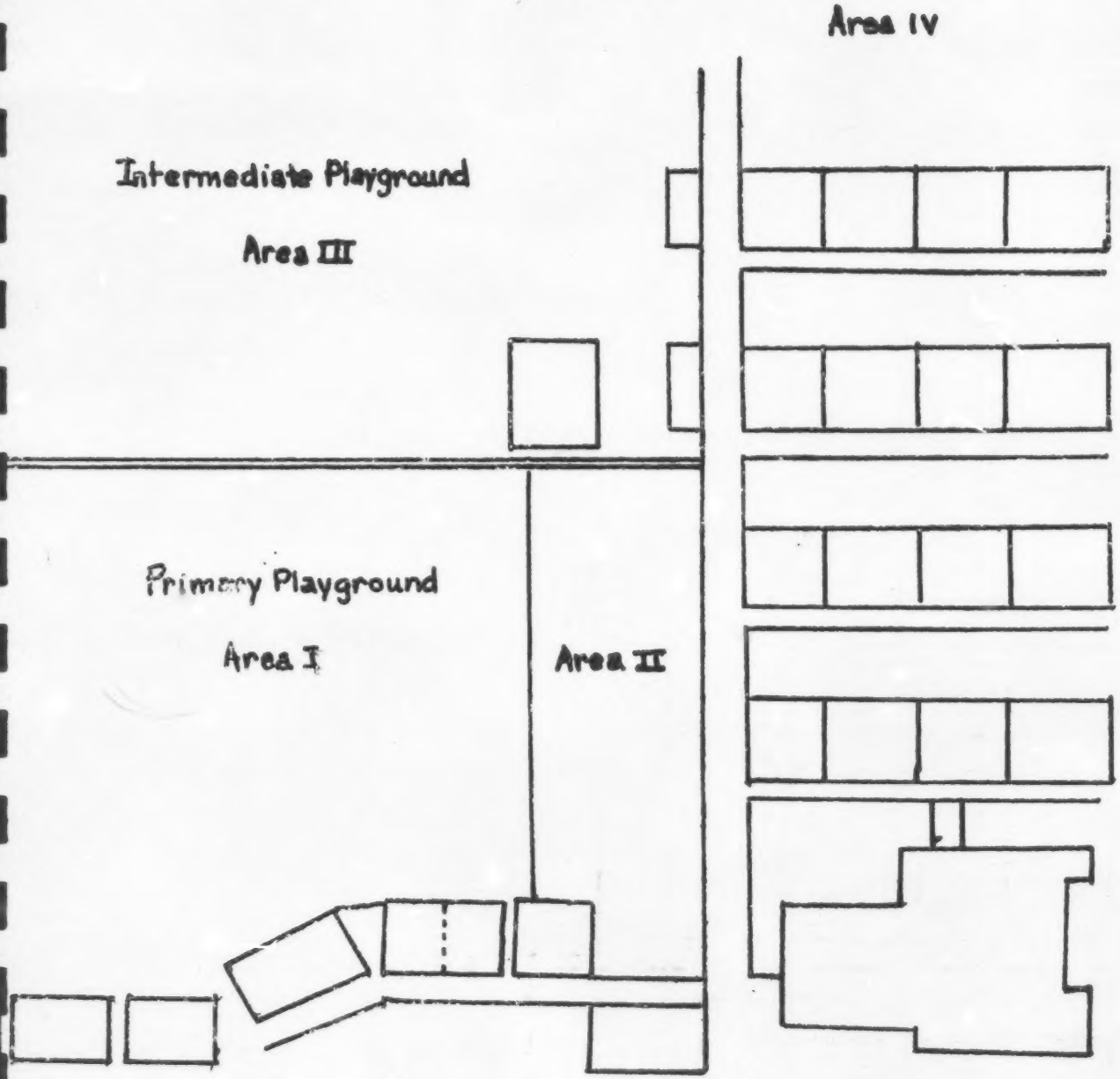
Mrs. Becky Gardner

Reading/Miller-Unruh:

Mrs. Glenda Dean

Nurse: Mrs. Martha Schwank

John C. Fremont School



Sample #1

CROSS-AGE EVALUATION

Date _____

_____ Older School _____

_____ Younger Period _____

This was your first day. I would like you to tell me what you did and how your student responded. Also, what do you plan to do tomorrow?

CROSS-AGE EVALUATION Sample #3

Date _____

_____ Older School _____

_____ Younger Period _____

How many different activities did you have with your younger this week?

_____

_____

_____

How did you use these activities to help your younger?

_____

_____

_____

What were your successes with your younger this week?

_____

_____

_____

What were your main problems with your younger this week?

_____

_____

_____

What improvements did you make the second week over the first in working with your younger?

_____

_____

_____

What materials do you need for next week?

_____

_____

CROSS-AGE EVALUATION Sample #4

Date _____

_____ Older School _____

_____ Younger Period _____

BE SPECIFIC!!

What was your greatest success with your student this week?

_____

_____

_____

_____

What was your greatest difficulty this week?

_____

_____

_____

What methods did you use to help your student this week?

_____

_____

_____

What help do you need at this point?

_____

_____

_____

Do you feel completely satisfied with your work at this time?

_____

_____

_____